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ABSTRACT

Intended primarily for persons or agencies responsible for providing training to professionals and interested citizens involved in delivery of services to abusive and neglectful families, the manual addresses the importance of training in the identification, reporting, diagnosis, treatment, and prevention of child abuse and neglect. Chapters focus on the folliwng topics (sample subtopics in parentheses): why training in the prevention and treatment of child abuse and neglect is vital (mandatory reporting, professional responsibility, and benefit to families in stress); when training should be conducted (preservice training, inservice training, and continuing education); who should be trained (reaching all levels, interdisciplinary training, and using the existing structure); who should train (screening the trainer, employing a multidisciplinary approach, and sources of trainers); the training program design (content, structure, evaluation, and cost); and training resources (staff, materials, and funding). Among the eight appendixes are federal standards applicable to training, a listing of physical and behavioral indicators of child abuse and neglect, and suggested training techniques. (DB)

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TRAINING

IN THE PREVENTION AND TREATMENT OF CHILD ABUSE AND NEGLECT

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THE USER MANUAL SERIES

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TRAINING

IN THE PREVENTION AND TREATMENT

OF CHILD ABUSE AND NEGLECT

Diane D. Broadhurst
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PREFACE

This manual addresses the importance of training in the identification, reporting, diagnosis, treatment and prevention of child abuse and neglect. It is designed primarily for Child Protective Services (CPS) agencies, Community Child Protection Committees, or others with the responsibility for providing training to professionals and interested citizens involved in delivery of services to abusive and neglectful families. The manual may also be used by such groups as agency administrators who set training priorities; licensing agencies or organizations which determine professional standards; state and local legislators who enact legal requirements for those involved in services to children and families; community planners who organize comprehensive child abuse and neglect prevention and treatment programs; and financial managers who determine funding priorities.

Training in the Prevention and Treatment of Child Abuse and Neglect is one in a series of user manuals for persons concerned with child maltreatment. The manuals are compatible with the draft *Federal Standards for Child Abuse and Neglect Prevention and Treatment Programs and Projects.* (A list of the Standards relating to training will be found in Appendix A.)

This manual focuses on the following:

- Why training in the prevention and treatment of child abuse and neglect is vital
- When training should be conducted
- Who should train -- and who should be trained
- Training program design
- Readily available resources to assist the trainer.

Training in the prevention and treatment of child abuse and and neglect is a critical link in the smooth, effective delivery of services to children and families at risk. Without a corps of well-trained people adept at detection, efficient in management, and dedicated to prevention, community efforts to reduce the incidence of child abuse and neglect will not be fully effective. Staff are the connection between the problem of child abuse and neglect and its solution. A community program addressing the problem can only be as

good as those who staff it. If staff are well trained, the connection will likely be a strong one and the program effective. However, if staff are poorly trained or untrained, the connection will likely be weak or broken, and the program doomed to failure.

The importance of training cannot be overemphasized, and no community program to combat child abuse and neglect can be considered complete without it.

I

WHY TRAIN ABOUT CHILD ABUSE AND NEGLECT?

Training may be both a legal and a professional responsibility of those involved in the prevention and treatment of child abuse and neglect. Legal responsibilities may arise through a need to know about mandatory provisions, immunities and liabilities under state law or through a need to comply with training mandates contained in state or local law or policy or licensing requirements. Professional responsibility may involve professional licensure or certification or membership.

Training is also essential in terms of the benefits it offers. An effective training program will not only benefit those individuals being trained, but it will also benefit the families in stress to whom services are provided.

LEGAL RESPONSIBILITY

Mandatory Reporting

The abuse and neglect of children cannot be effectively stopped unless it is first identified and reported. For this reason, every state, U.S. possession or territory, and the District of Columbia has a law which defines child abuse and neglect and mandates its reporting by at least one, and often many, groups of professionals who deal with children. These professionals usually include medical personnel such as nurses, physicians, interns, and health practitioners; educators; social workers; law enforcement officers; day care center operators; and summer camp administrators. Despite these laws, some of which have been in existence for more than ten years, many professionals remain unaware of their legal responsibilities under the law. They do not know how their state defines child abuse and neglect. They do not know to whom, how, and when reports of suspected child abuse and neglect are to be made. They do not know the form and content of required reports or what immunities and liabilities are provided for mandated reporters. This is vital and basic information which must be made available to those to whom it applies if they are to be able to comply with state law and if children are to be protected.

Implicit in the mandate to report suspected child abuse and neglect is the ability to recognize what it is that must be reported. Thus, information on the forms of child abuse -- physical abuse, neglect, sexual abuse and emotional maltreatment (see Appendix B) -- must be provided to those covered by reporting requirements. Each state law defines child abuse and neglect differently, and each varies with regard to how, when, and to whom reports are made. In addition, many states have revised their child abuse and neglect statutes in recent years, while others are currently considering changes. This further underlines the need to provide training

which is both current and specific to a particular location. Law enforcement officers from one state who move to another may find important differences in the child abuse and neglect statute under which they must now operate. In some states, teachers who learned about the child abuse and neglect statutes in 1976 may find their present knowledge incomplete if the statute has recently changed. Child Abuse and neglect cannot be effectively treated and prevented unless those in a position to address it have current, accurate knowledge of what it is and what must be done when it is recognized.

Immunity and Liability

A further impetus to provide training in the prevention and treatment of child abuse and neglect may be found in the immunity and liability provisions of state law. Every state provides immunity from civil liability, criminal penalty, or both for those who report suspected child abuse in good faith. Those who are required by law to report have the right to know they are protected by law when they do so. Information about this provision greatly eases the concerns about law suits sometimes expressed by those who are required to report suspected child abuse and neglect. Further, it enhances reporting -- the first step in providing services to children and families who need them.

The liability provisions in many state laws are another reason for offering training in the prevention and treatment of child abuse and neglect. Under these provisions, those who fail to report (or in some cases to respond in some other way) are liable for fines of up to $1000, imprisonment for up to one year, or both, depending upon the state law. Ignorance of the law is no excuse. All persons have the duty to know the laws which govern them. Prudent administrators will see to it that their staffs are fully informed with regard to legal responsibility and penalties for failure to comply.

It is worth noting that recent court decisions in several states have held that professionals mandated to report suspected child abuse or neglect but who have not done so, allowing a child to be further harmed, are civilly liable for negligence. Substantial cash awards have been made in some of these cases. In at least one state, professionals mandated to respond to a report of suspected child abuse but who failed to do so in a timely and effective manner were held negligent when the child sustained further serious injury.* Staff have the right to know

*_Landeros v. Flood_, California Supreme Court, S.F. No. 23359 (Supra. C.P. No. 260674) June 30, 1976. The court decision, which led to a $200,000 claim against the physician and the hospital where he practiced, held that it is medical malpractice in California for a physician to fail to diagnose and report child abuse based on the "reasonableness" and "foreseeability" of the facts.

what is expected of them in their position and what may happen should they fail in their duty. This basic information should be imparted early and often to all staff as part of routine staff development programs.

Training Mandates

In some states the question of whether and to whom training in the prevention and treatment of child abuse and neglect should be provided has been addressed directly in law or departmental policy. In one state, for example, state law requires Child Protective Services (CPS) to:

- prepare and disseminate educational programs and materials on child abuse and neglect
- provide educational programs for professionals required by law to make reports
- establish standards of training and provide educational programs to qualify workers in the field of child protective service.

Laws in other states may require local departments of social services to provide educational programs for citizens on identification, reporting, referral, treatment and prevention of child abuse and neglect. Since training mandates may be found in many state statutes, providing training may be a case of complying with the law.

Training mandates may also be provided in departmental policy or regulation. State Boards of Education or Departments of Mental Health, for example, may have policies regarding training for professionals in identification of child maltreatment and in providing assistance to abused or neglected children and their families. Policies such as this have been adopted by many state and local agencies and organizations across the country. The provision of training in the prevention and treatment of child abuse and neglect in these jurisdictions is not an option, but an obligation.

PROFESSIONAL RESPONSIBILITIY

For many professionals who deal with children, staying current in their fields is routine. For these people, a training program on the many aspects of child abuse and neglect offers an opportunity to learn about and respond to a contemporary social problem. They will likely be eager to participate in a training program designed to suit their needs and interests because they regard it as a professional responsibility.

For those who need training in order to obtain the renewal of a license, recertification, or a salary increase, the opportunity to learn about child abuse and neglect may be a welcome change from usual course offerings. All those seeking training should have access to a carefully structured, readily available program on the prevention and treatment of child abuse and neglect. Professionals who deal with children have a responsibility to learn all they can about the problems which affect their charges.

Agencies involved in working with families in stress have a professional responsibility to their staff to provide regular training. By providing regular, timely training to all staff, the agency can assist workers in three important ways:

- Workers will be able to keep up with the growing and changing knowledge in the field of child maltreatment.
- Intra-agency team building will be enhanced through sharing of experience and assuming of mutual responsibility for the overall work of the agency.
- Workers can receive reinforcement in their efforts, including important support when their efforts seem to fail and encouragement when they succeed.

INTANGIBLE BENEFITS OF TRAINING

Working with families experiencing child maltreatment problems is often difficult and psychologically taxing. High "burn out" rates among CPS workers are clear evidence of this. Training offers the agency an important tool in assisting workers in coping with these stresses.

First of all, training may enable workers to recognize some of the strengths and skills which they do possess. After sharing experiences in training, it is not uncommon for some workers to say, "Compared to what I'm hearing, I guess I'm really not doing as badly as I thought."

Training can also provide a welcome relief by removing the worker, at least for a short time, from the ringing telephones and constant crises associated with day-to-day casework. A successful training experience can help instill a new determination or enthusiasm in workers simply by offering them a brief respite and some new ideas for working.

Finally, particularly in CPS agencies where training encourages team relationships, workers can experience a degree of satisfaction by sharing in the successes of other members of the team. The relief which comes from others sharing responsibility for failure is another possible benefit of shared training experiences.

TRAINING CAN BENEFIT FAMILIES IN STRESS

Perhaps the most important reason for providing training in the prevention and treatment of child abuse and neglect is what happens as a result. In those communities where training programs have been instituted, the result has been increased reporting, greater accuracy of reports, and above all, help for thousands of children and families who might otherwise have gone unhelped. Programs have been started or expanded, lines of communictation opened, and the helping process enhanced for all involved in it -- staff and families alike. Surely these are compelling reasons for providing training in the prevention and treatment of child abuse and neglect.

II

WHEN TO TRAIN

Training in the prevention and treatment of child abuse and neglect can be provided at various times: in preservice, in-service, or continuing education programs, for example. In most cases a combination of these is most beneficial. The proper timing will depend upon agency structure, staff schedules, availability of resources, and so on.

PRESERVICE TRAINING

A training program on the prevention and treatment of child abuse and neglect should be provided to staff before they begin work in any situation which may involve relating to maltreated children or families in stress. For those whose involvement in the prevention and treatment of child abuse and neglect will occur predominantly at the reporting stage, an orientation program may be sufficient. Here staff can be made aware of the signs and symptoms of child abuse and neglect, reporting mechanisms, and available support systems. This kind of orientation can be built into an existing preservice orientation program and need not involve great expenditures of time, effort, or money.

For those who will be working directly with families in the delivery of services, training as a prerequisite to beginning this work is essential. This kind of prerequisite training will be more extensive than a general orientation and will likely extend over several hours or days, requiring a greater use of training resources than would a general orientation or in-service event or continuing education training opportunity.

Preservice training is critical for child protective services (CPS) workers. Effective preservice training can improve worker performance, reduce staff turnover and provide maximum benefits for families being served. Most importantly, by ensuring that workers are trained well, the CPS agency can be more confident that children are not placed in jeopardy as a result of family stress precipitated by the actions of an untrained worker.

Similarly, parent aides should receive extensive training in the dynamics of abuse and neglect, community resources, and crisis intervention before they begin to work with families. Police trainees may receive instruction in the law, interviewing techniques and referral procedures as part of "rookie school" before they

become sworn officers. Hospital staff, particularly those assigned to pediatric or emergency units, should be introduced to house procedures for handling nonaccidental trauma before they are assigned to duty.

IN-SERVICE TRAINING

In-service training offers the opporutnity to reach staff already employed to introduce them to new programs and procedures, to upgrade their skills, or to acquaint them with changes in existing policy. Such in-service programs have been used successfully by social agencies to introduce all staff to a new service for adolescents or to share knowledge learned in working with special cases. Similarly, they can be used in schools or hospitals to disucss changes in state statutes which affect reporting procedures.

In-service training may also be more extensive, involving many sessions and perhaps carrying credit for salary increments or promotion. School systems in several states have offered such in-service courses and accepted them for credit toward teacher recertification. In some states, training in child abuse and neglect has been credited toward requirements related to certification of physicians in family practice.

A regular schedule of in-service training, perhaps as a part of staff meetings led by supervisors, is essertial for CPS units if they are to be effective. These sessions will not only increase staff knowledge and skill, they will also contribute to the effective functioning of the CPS unit as a team.

In-service training usually offers the best way to reach the greatest number of staff in the shortest period of time with the least disruption in schedule. Since many agencies and organizations already have in place an in-service training format, these can be adapted to training in the prevention and treatment of child abuse and neglect.

CONTINUING EDUCATION

Continuing education courses are particularly attractive to those who must qualify for continued licensure or recertification. Usually continuing education courses are offered by a local college or university, perhaps in conjunction with a local agency, state department, or professional organization. Such courses have proven popular wherever they have been held. In one state, for example, a continuing education course on the prevention and treatment of child

abuse and neglect was offered for nurses through a state university; the State Nursing Board also offered continuing nursing education. One university offered continuing education credit to those who participated in a national conference on child abuse and neglect.

The National Council of Juvenile and Family Court Judges offers a wide variety of courses for persons from a wide range of professions and disciplines. Courses are conducted through the National College of Juvenile Justice located at the University of Nevada in Reno. Medical schools or university medical centers have offered courses on the prevention and treatment of child abuse and neglect which are accepted for credit by both the American Medical Association and the American Academy of Family Physicians.

Agency training staff may want to contact a nearby community college, four year college or university to see whether a program can be arranged which will both carry continuing education credit and satisfy agency requirements. Most colleges and universities have continuing education divisions which are eager to respond to requests for low-cost, professionally managed education programs.

DEVELOPING A SCHEDULE

Agencies and organizations planning training will need to develop a schedule of training activities. This schedule will enable the agency to be certain that an appropriate mix of preservice, inservice and continuing education opportunities are provided to all staff. It will also provide a planning schedule for completing all of the pretraining logistics in time for each training event.

Assistance in developing these schedules, as well as in planning specific training events, can be obtained from NCCANs Regional Resource Centers (Appendix C). These Regional Resource Centers have as one of their major responsibilities

> to assist in establishing and improving training programs, with specific (though not exclusive) focus on improving the capabilities of professionals and paraprofessionals with child protective responsibilities to respond with sensitivity to cultural and linguistic minority clients (RRC Task III).

In addition to this regular schedule of training, college credit courses or other kinds of training events can also provide training opportunities for staff and volunteers.

COLLEGE CREDIT COURSES

Some colleges and universities have begun to offer undergraduate or graduate courses and seminars on the prevention and treatment of child abuse and neglect. Others offer courses in the dynamics of family violence which include an emphasis on child abuse and neglect. These courses carry full academic credit and are applicable to bachelor's or master's degree requirements. At least one university offers a full certificate program in understanding child abuse and neglect.

To encourage staff to enroll in these courses it may be possible to arrange tuition reimbursement or partial scholarships. In some cases courses can be offered at off-campus sites such as an agency, hospital or school, and scheduled after working hours. Training staff are urged to consider these alternatives when planning staff development programs.

OTHER KINDS OF TRAINING

There are other available kinds of training which can answer specific needs. For example, there are self-instructional programs on child abuse and neglect using slides and audio tapes and designed for medical personnel. Some professional organizations such as the National Association of Social Workers and the International Association of Chiefs of Police offer profession-specific programs to members. The National Center on Child Abuse and Neglect sponsors an annual national conference on child abuse neglect that offers training opportunities. Each year the American Humane has offered a two-day seminar on child protection in conjunction with its annual meeting. Many professional organizations offer programs or short seminars as part of their annual conferences.

It should be noted that attendance at these programs usually requires a registration fee and may involve travel and lodging expenses. These factors must be considered, of course, particularly in agencies or organization with small training budgets.

No one kind of training will answer all needs. For most agencies, a combination of several will offer the best balanced program for a particular group.

III

WHO SHOULD BE TRAINED

The question of who should be trained, how best to reach them and in what form is an important one. It is vital that all staff be reached in the best possible way and with the most appropriate kind of training. This section offers recommendations on how that may best be accomplished.

REACHING ALL LEVELS

Training in the prevention and treatment of child abuse and neglect should be provided at all levels and involve every staff member. Omitting certain staff members on the grounds that training them is unnecessary because "they already know it" or because "they wouldn't be interested" or because "they don't see cases (or clients or patients)" may have dangerous and far-reaching consequences. Even the most competent staff members can learn from training if they invest themselves in the learning. And the potential rivalries created by such perceptions as "I'm too good for those people (participants)" or "It's not important for me to care about child maltreatment" can have obviously detrimental consequences on future cooperation.

Within the limits of designing training to fit the participant group, training should be provided at all levels, from top administration down. It is particularly important that the chief administrative officers be included for their presence serves to underline the importance of the program for all staff. Including everyone in some part or at some level of training contributes to a feeling of involvement, a sense of working together, and an organizational identity.

Another real danger in limiting training only to certain groups is that important links in the child protection network can be missed. For example, a hospital may provide training in the management of child abuse and neglect for all emergency room and house staff. However, ambulance drivers often receive no training although they are often the first to respond and to see the family at home, and are in a position to hear the first explanation of what happened. A school may provide training for all professional staff, forgetting that it is often the bus drivers or custodial staff who know how, when, and in what condition the children arrive at school and whether anyone is looking after them. A social services agency may provide training on interviewing skills to its child protective service staff, forgetting that the initial family data may be gathered by a receptionist who is also the

only one to see the family interacting together outside the presence of a worker. Law enforcement agencies may train their juvenile officers, but not the sex crimes investigators, even though the latter may be the ones called in to investigate child sexual abuse.

INTERDISCIPLINARY TRAINING

Those who are planning programs will want to consider carefully whether training should be profession-specific or multidisciplinary. There are advantages to each kind of training, and the choice may well depend on the topic to be covered. Whenever the training focus is limited to a single agency's efforts, profession-(or at least agency-) specific training is probably best. Where training involves the efforts or response of two or more agencies, multidisciplinary training may be the better choice. For example, a program on nursing care for hospitalized abused infants is probably best directed at staff who will provide the service. Others will have little to contribute to or gain from such a program. But a program which is focusing on community response to families will likely be enriched if the participants represent a range of professions or disciplines. Such a group will be able to pool knowledge of resources and address a broad range of responses from many sectors.

Some suggestions as to grouping of participants might include the following:

- Training related to planning effective community approaches to child maltreatment should include as many agencies, organizations and disciplines as possible. The question of where the over-worked child protective services staff person turns for help in the community is a common issue in every state. Answers are not simple, but they can be developed if effective community coordination is in place; and training is one tool in coordination.

- Initial training for new staff should include resource persons from other agencies when the questions of coordination and referral are addressed. It is not enough to simply state that Ms. Jones, the community health nurse, is a good resource. If nothing else, the training should provide participants with an opportunity to "put a face with the name" and to question Ms. Jones about how she does what she does.

- Skill training should be discipline- or agency-specific, and limited in the number of skills addressed. Skill development is not possible where training is required to cover four or more topics in a two-day session, particularly when each trainer/facilitator must work with groups of up to 20 in number. Skill training should be done in only one or two skill areas at a time, conducted for people who need those skills, and in groups of five to nine participants for each trainer.

USING EXISTING STRUCTURE

Providing a training program in the prevention and treatment of child abuse and neglect need not involve great expense or the restructuring of existing schedules or programs. Some of the most successful training programs are built onto or incorporated into existing agency or organizational structure.

CPS agencies should provide a regular schedule of staff meetings to ensure effective coordination. These meetings provide an excellent opportunity for in-service training. Training events can be planned either as a regular part of each meeting (e.g. as one hour of a two-hour meeting) or specific sessions can be designated as training sessions (e.g. every other meeting or one three-hour meeting each month).

This same concept can be used by other organizations as well. For example, an in-service training program for law enforcement officers might be conducted during roll call, a time most police agencies set aside for announcements and discussion pertaining to all staff. Hospitals might introduce changes in referral procedures during shift change meetings, devote Pediatric Grand Rounds to child abuse and neglect, or designate a monthly staff meeting for a discussion of hospital protocols in cases of nonaccidental injury. Schools can use faculty meetings, pupil services staffings or administrative and supervisory conferences to provide training.

Professional organizations might make child abuse and neglect the topic for a monthly meeting or special educational seminar. These can be conducted either as discipline-specific skill sessions or as open sessions offered for anyone who chooses to attend. PTA, church, and civic meetings offer another forum for training, particularly in terms of creating general awareness and encouraging reporting.

Programs which can use existing structures frequently have appeal for central administrative staff who approve training. Such programs avoid the problems of scheduling, staff coverage and release time which sometimes form a bar to staff development.

One technique that has met with success is to begin with an introductory program within the existing structure; then, in response to audience interest, move to another level and offer more intensive or comprehensive programs. Once the need has been clearly demonstrated, subsequent programs seem to follow easily.

Even for the most intensive training, workers within the existing structure can be helpful. For example, staff who are working on advanced degrees may be encouraged to take university courses on the prevention and treatment of child abuse and neglect through an existing partial scholarship or tuition refund program. If there is no reimbursement policy, academic leave might be granted or schedules arranged so that participation is possible. Many agencies and organizations already offer such flexibility in other areas. The program merely needs to be expanded to include child abuse and neglect course offerings.

Whenever possible, training should be undertaken by community agencies working together, perhaps under the sponsorship of the Community Child Protection Coordinating Committee, sharing their resources and contributing equally. In this way, lines of communication are opened, common experiences shared, and partnerships established which will enhance later working relationships. When the participants represent several different agencies, individuals gain a better understanding of the difficulties and responsibilities of each person's job. Common problems and frustrations can be discussed openly and a resolution reached.

In what may be the ultimate arrangement, some communities have opted for a combination of multidisciplinary and profession-specific training, the former addressing topics of interest to all agencies and organizations, and the latter addressing topics of interest to a special group.

IV

WHO SHOULD TRAIN

If an agency or organization contemplating training in the prevention and treatment of child abuse and neglect chooses to send staff to a formal course offered by a college, university, or professional organization, the problem of who should train is solved. But if the agency chooses to design its own program to suit its own requirements, it must decide who will be the most appropriate persons to conduct the training.

Almost everyone has had the experience of working with a trainer and then discovering that the work was neither helpful nor lasting in its effects. In many instances, this is not because the person providing the assistance is incompetent or lacks knowledge, but because little or no thought had been given to the actual process of matching the need with the trainer who is asked to address that need.

ELEMENTS OF THE SELECTION PROCESS

In the field of child abuse and neglect, few if any programs have either the time or the resources to engage in an elaborate or extensive process of selecting a trainer. However, there are at least three elements of selection which should be considered to help avoid disappointments with the results of the training. These are:

- Carefully define the problem, the purpose (objective) of the training, and available resources before selecting any trainer. Trainers can only provide the assistance needed if statements regarding why training is needed, what kind of training help is needed, and what kind of resources are available are written out, discussed with other concerned persons, and well clarified in advance.

- Carefully match the skills of the trainer with the need. This element requires two major considerations -- knowledge and skill. Just because someone knows how to do something does not mean that they can communicate that to others. Training planners should be sure the trainer knows the subject to be addressed, and knows how to transfer that knowledge or skill to others.

- Coordinate the training with the state or local child protective services (CPS) agency or office. As the agency with primary responsibilities in investigating reports and in coordinating services related to families experiencing child maltreatment problems, CPS should be aware of every child maltreatment program in the community. This type of coordination will enhance and improve the total community response in helping families in stress.

SCREENING THE TRAINER

For trainers who are asked to work with a group, there are three essential types of training skills: group process skills, the ability to use a variety of techniques, and a basic understanding of how people learn in group settings. Effective training requires that trainers possess these skills as well as knowledge of the subject matter. In a group setting, people do not learn everything that is "taught." The trainer must be able to identify the most important learning and focus attention on those issues, even if a few participants do not obtain answers to every question they bring to the training.

There is no guaranteed method for ensuring that the "perfect" trainer has been selected. However, there are several clear indicators that some success can be expected, that the right person has been chosen. Answering "yes" to all of the following questions will provide some of these indicators.

- Do the trainers have a thorough knowledge of the subject matter?
- Do the trainers have previous experience and reputations in this type of training?
- Do the trainers have a good rapport or working relationship with the person(s) requesting the training before the training actually begins?
- Have the trainers and the person(s) requesting the training agreed on a clear set of written objectives for the training?
- Are the trainers more interested in what people learn than in proving how much they know?

- Do the trainers know their limitations? (Are they willing to talk about what they don't know or can't do as well as what they can do?)

- Are the trainers willing to submit an outline of key points in advance?

- Is there a clear written plan for evaluating the training, to which both the trainers and the agency or organization sponsoring the training have agreed?

- Can the trainers adjust to a change in the group to be trained or in the needs of the training session?

Even "canned" programs must be tailored to the needs of the participant group. No trainer should be selected until it is certain that the unique needs of the participants will be addressed.

EMPLOYING A MULTIDISCIPLINARY APPROACH

Child maltreatment is a community problem. Just as there is no single individual, agency or professional discipline which has the necessary skills, knowledge or resources to provide all of the services needed by families in stress, so there is no single individual or group capable of addressing all of these problems in a training session.

A comprehensive list of all of the individuals or groups in any community who might be involved in working with families in stress would be impossibly long. In general, however, any community approach to child abuse and neglect should include the following groups:

- The local CPS agency

- The physical health system

- The mental health system

- The education system

- The judiciary system

- The law enforcement system
- The residential child care system
- Self-help groups.

Exhibit I, following this page, outlines one structure for identifying the roles and responsibilities of these various groups. A further discussion of these roles and responsibilities can be found in the manual, *A Community Approach: The Child Protection Coordinating Committee*, available through the NCCAN Regional Resource Centers (Appendix C).

The selection of trainers relates to both the group to be trained (see Chapter III) and to the anticipated objectives of the training. If participants in training are from a wide range of professional disciplines, selecting trainers from various backgrounds can help overcome many of the biases and stereotypes participants may have about a specific discipline (e.g., "no social worker can really understand the problems of teachers or police officers"). If participants are from one single agency or discipline, using trainers from several disciplines will help reinforce the need for community-wide coordination and cooperation and a multidisciplinary approach to the child maltreatment problem. Regardless of the background of participants, working with families in stress can be extremely difficult, and the use of trainers with a variety of professional responsibilities can support workers with the understanding that they are not "in it alone."

If it is not possible to schedule training events using more than one trainer, it will be advisable to schedule a series of events using trainers from different backgrounds or disciplines for each of several training sessions.

SOURCES OF TRAINERS

At least four sources of trainers are possible: local agency staff, outside trainers, guest speakers, or a combination of these. The choice will depend for the most part on the kinds of resources -- staff, materials, and financial -- the agency has available.

EXHIBIT 1

FUNCTIONS OF PROFESSIONAL GROUPS IN RELATION TO SITUATIONS OF CHILD MALTREATMENT

	IDENTIFI-CATION & REPORTING	INTAKE & INVESTI-GATION	CASE PLANNING	CASE MANAGEMENT	TREATMENT	COURT ACTION	SECONDARY PREVENTION & SELF-HELP	PRIMARY PREVENTION	RESOURCE ENHANCEMENT EVALUATION & TRAINING
LOCAL CPS AGENCY		LEAD*	LEAD	LEAD	LEAD	PROVIDE	PROVIDE	PROVIDE	LEAD
PHYSICAL HEALTH SYSTEM	LEAD		PROVIDE	ADVISE	LEAD	ADVISE	LEAD	LEAD	LEAD
MENTAL HEALTH SYSTEM	LEAD		PROVIDE	ADVISE	LEAD	ADVISE	LEAD	LEAD	LEAD
EDUCATION SYSTEM	LEAD		PROVIDE	ADVISE	LEAD	ADVISE	LEAD	LEAD	LEAD
JUDICIARY SYSTEM	LEAD		PROVIDE	ADVISE	ADVISE	LEAD	ADVISE	PROVIDE	LEAD
LAW ENFORCEMENT SYSTEM	LEAD	PROVIDE*	PROVIDE	ADVISE	ADVISE	PROVIDE	PROVIDE	PROVIDE	LEAD
RESIDENTIAL CARE SYSTEM	LEAD		PROVIDE	ADVISE	LEAD	ADVISE		PROVIDE	LEAD
SELF-HELP GROUPS	LEAD		ADVISE		LEAD		LEAD	PROVIDE	PROVIDE

DEFINITIONS: LEAD = Responsible for initiating action and/or coordinating activities, including providing and advising functions
PROVIDE = Responsible for participating in actions related to this function, including advising functions
ADVISE = Responsible for providing input regarding actions or activities under this function

* In some jurisdictions, law enforcement will have a lead role, with the CPS agency providing assistance in investigation, particularly in terms of physical abuse.

Local Agency Staff

Local agency staff resources for training fall into two categories: (1) trainers internal to the same agency from which participants come, and (2) trainers who work for other agencies in the community.

Depending on the kind of program envisioned, agency staff may or may not be the appropriate choice as trainers. For a general orientation to agency organization and policies, internal agency staff are generally the best choice. Where one community organization is asking for help in a training program for its staff to better understand another agency function, staff from the second agency are generally the best choice. But where a more intensive format is planned, or where new skills are to be acquired or new techniques learned, it may be best to make use of training staff from outside the agency or the community. In this case local staff should coordinate the program or participate in planning to retain some measure of responsibility for program content.

Even in large agencies and organizations which have their own professional staff development teams, their involvement may be most effective if it is limited to planning and coordination. Training in the prevention and treatment of child abuse and neglect should be conducted by those who know and understand it well. If the staff development team does not possess this knowledge they should assure that trainers are brought in who do and limit their own role to planning, coordination and logistical support to those who do the actual training.

In some cases, it may be best not to use local trainers even if they do possess the necessary knowledge. Because training is most effective when participants can share freely in a nonthreatening environment, a trainer who has supervisory responsibility over participants may not be effective. Participants may be reluctant to ask questions for fear of appearing "stupid" to their supervisor, or may refrain from raising issues which they perceive as being different from the supervisor's concerns.

Similarly, trainers from another local agency may be limited in their effectiveness if their job functions require peer-group interactions with the participants after the training is over. For example, the vice chairperson of a local community coordinating committee may not be effective in training a group which includes the chairperson of that committee, particularly at times when the coordinating committee may be working out some difficult problems.

Local agency staff do have the advantage of being available and relatively inexpensive. In-service supervisory training as a less formal but continuous form of training is especially important in CPS units. Local agency staff, thus, are an important training resource, if they are matched carefully with the objectives of the training and if full consideration is given to the training dynamics.

In training as in many other areas, however, it is often true that "a prophet is not without honor except in his own country."

Outside Trainers

Another option for training is that provided under either a non-financial agreement or a fee-for-services contract with a group which specializes in training in the prevention and treatment of child abuse and neglect. Outside training is available from a variety of sources including college or university programs, non-profit foundations, national professional organizations, and private companies.

Under this option, the agency can engage the trainer(s) to design a specific training session to meet special needs. Often the agency or organization will be asked to choose from a selected number of prepared programs on specific topics. These programs vary widely in quality, subject matter, and level of training. While opportunities for individualizing the program may be limited or dependent upon local resources, no "canned" program should be accepted if it cannot be adapted to meet local needs. It is important to note, however, that outside training may offer intensive, well-designed programs specific to a profession or area of interest which would be impossible to duplicate in a local setting.

Some outside training is provided for a flat fee; some is based upon attendance; some is available without charge or for only the cost of travel expenses or materials. The programs offered and the requirements of agreements or contracts vary greatly. Persons planning training events are encouraged to examine the program offerings carefully to be certain that the conditions of the agreement are understood and that the program will answer training needs. Regional Resource Centers should be contacted for more information on training resources known to them.

Using Guest Speakers

Guest speakers can be a plus in many training programs if they are carefully selected and used. Some program planners choose a noted authority in the field or a well-known political figure to deliver a key note address or a closing speech. Others invite a speaker to discuss a particular research finding, program or technique of special interest to the audience. It is generally not effective to limit a training event to guest speakers, but they may be interspersed with activities involving either local or outside trainers. The choices and combinations are many, and the "proper" one will depend on the circumstances. (See Chapter V for program design recommendations.)

If it is decided to use guest speakers, they should be engaged well in advance. It is not unusual for noted figures in the field of child abuse and neglect prevention to be asked six to twelve months ahead of the program date. Some charge fees; others ask only for reimbursement of expenses. Some prefer to handle their own travel arrangements; others prefer arrangements be handled locally. The prudent training planner will see to these arrangements ahead of time so no misunderstandings will occur.

When a guest speaker is used, the training planner must ensure that appropriate arrangements have been made.

- A clear and active plan for recruiting of participants must be made to be certain that the speaker will have a sufficient size group to address.
- Clear directions should be given to the speaker with regard to time and place of the presentation, size and composition of the audience, format and content of the program.
- An agreement with the speaker should be reached in advance regarding the content or outline of the speech.
- An agenda should be provided so speakers will know how long they are to speak, what else is being discussed and by whom.
- A commitment to honoring the agenda -- to starting and ending each section on time -- must be made and adhered to.
- Permission to tape or film the presentation should be sought

in advance, and appropriate arrangements made.

- If press interviews are contemplated, this should be made clear in advance.

Regardless of the source from which trainers are obtained, training events involving more than two to four hours of time and more than 15 people are best conducted by more than one trainer. If trainers can develop materials or presentations cooperatively, the training will be more valuable for the audience and will allow trainers to stay at their best throughout the training.

V

PROGRAM DESIGN

There is a good deal of written material on how to design and conduct training for adults. This section will not attempt to repeat that information. Rather it will highlight some major factors to be considered in developing a program on the prevention and treatment of child abuse and neglect, how the program might be structured, logistics (including facilities), cost, and some intangible participant considerations.

CONTENT

Relate to Participant Needs

The content of a training program on the prevention and treatment of child abuse and neglect should be determined by the needs of the anticipated participants. Where participants need basic information on identification, reporting, diagnosis and treatment, NCCAN's *We Can Help: A Curriculum on Child Abuse and Neglect** can provide introductory resource and audiovisual materials for each content area and a tested training format with group participation activities; but even these materials will require tailoring to meet local program needs.

To the maximum extent possible, input on training needs should be sought from the persons who are expected to attend. This can be accomplished in a number of ways, ranging from detailed job function/skill self-analysis on a training "pretest" to measure pretraining knowledge to informal discussions with supervisors and staff. A relatively simple procedure may give less detailed input but can still have value. For example, each anticipated participant can be asked to complete the following question:

> "In order for the training to be successful for me, I will need to learn. . ."

Where no more than 15-20 persons will be trained, these responses can be given to the training planner at least three or four weeks before the session. Training goals and objectives can then be focused on the most common areas of concern.

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*Information on these materials will be found in Appendix D.

Consider Time Available

Time is a critical factor in training. A one-hour training session should never be expected to address more than one or two key questions or issues. A two-day session may be most effective if no more than three or four key topics are addressed.

As planning for the training proceeds, a detailed agenda should be developed. Time frames should be planned carefully to allow enough time for all activities.

Once the agenda has been established, it should be observed. Training sessions should start and end on time. If coffee or lunch breaks are scheduled, the times for these should be observed as closely as possible. Participants tend to pace themselves according to the times indicated on the agenda, and wide departure from these can be detrimental to training.

General Topic Areas for Training

It is possible, of course, to anticipate some areas in which training may be needed. Many of these will relate to questions about laws and statutory requirements, basic introductory questions, and specific information or skill development issues.

Statutory Issues

One common problem in many agencies and programs is the lack of knowledge about basic state laws and statutory requirements in cases of child maltreatment. This lack of understanding may even exist in organizations where staff have significant skill and experience in other aspects of child abuse and neglect. For example, physicians may know well the techniques for diagnosing child abuse, but may be unaware that their state does not recognize physician-parent privilege in cases of suspected child abuse and neglect. Child protective service workers may know well how to handle intrafamilial child abuse and neglect, but be unaware of statutory provisions for handling institutional abuse. Therapists may know well how to counsel a family but be unaware that they are required to report incidents of suspected child abuse and neglect revealed to them. Thus it is important to be certain that applicable state law is adequately understood, regardless of the level of training.

Introductory Programs

A short introductory program on child abuse and neglect might include such topics as:

- definitions of child abuse and neglect
- state law
- dynamics of families in stress
- indicators of child abuse and neglect
- reporting procedures.

For a long session, or a second session, the following topics might be included:

- community response to child abuse and neglect
- treatment alternatives
- encouragement of parental self-help
- primary prevention.

Specific Information and Skill Needs

Many of the specific information or skill needs in training in child abuse and neglect are related to topics which require more time to address and more concentrated treatment, such as:

- interviewing parents and/or children in child maltreatment families
- preparing for and testifying in court
- identification and treatment of sexual abuse, adolescent abuse or emotional maltreatment
- differential diagnosis
- treatment methods for abusing parents
- treatment methods for abused children.

Obviously, training workers in employing specific therapeutic methods requires considerable time and effort. More sophisticated methods may be well beyond the range of most training, requiring clinical apprenticeship experience.

Consider Participant Skills and Audience Size

Any training program on the prevention and treatment of child abuse and neglect should build upon the skills already present among the audience. It is important that those attending come to realize that techniques already mastered and knowledge already gained can be brought to bear on a new area.

Regardless of content, it must be kept in mind that it takes longer to cover the same ground with a large audience than with a small one, so scheduling of the agenda may have to be adjusted for the size of the audience.

PROGRAM STRUCTURE

Training format and the training methods used will be related to the nature of the material, the capabilities of the trainer(s), the size of the group, and the objectives of the training. Many of the various curricula discussed in Chapter VI also provide guidelines or instructions on training methods. The introduction to NCCAN's *We Can Help: A Curriculum on Child Abuse and Neglect* curriculum includes general guidance of trainers. Regardless of the curriculum, however, there are some key points to remember in planning any training session on child abuse and neglect prevention and treatment.

Use a Variety of Training Techniques

While the length of a training session will somewhat determine the number of different methods or techniques which can be used, almost every training event should involve a variety of activities. Appendix E discusses some of the more commonly used techniques. The choice of technique or method must include consideration of the following:

- Is the material introductory/conceptual or specific/applied? In general, training should move from introductory materials and concepts to specific knowledge or skills which participants learn to apply to their work. Exhibit II, following this page, relates some training methods and techniques to the type of material being presented.

- How is learning to be reinforced? New ideas and concepts may require an initial presentation followed by some other method of reinforcement. Training should build confidence and familiarity through reinforcement, simulation and practice.

EXHIBIT II

DESIGNING EFFECTIVE PRESENTATIONS

The type of presentation to be used will be determined by the nature of the materials. In general, presentations should move from introductory/conceptual to specific/applied.

	TYPE OF PRESENTATION	PRESENTATION METHOD	PROBABLE RETENTION
Introductory/ Conceptual	Words	Lectures; Printed Matter	5 - 10%
	Graphics	Charts, Diagrams, Graphs	
	Auditory Aid	Recording; Tapes	
	Demonstration	Photos, Slides, Slide-films, Dramatization	20 - 30%
	Motion Picture	Documentaries, Animations	
	Live Television	Immediate, Visual Shows	
	Exhibit	Display of Objects	
	Field Trip/ Discussion	Familiarization	30 - 50%
	Case Study	Individual "solution" followed by discussion	
	Skill Practice	Lab Instructions	
	Simulation	Devices; Role Plays	
Specific/ Applied	Direct Experience	Guided, Actual Work	75 - 90%

"Introductory/conceptual" presentations are generally more effective in introducing participants to a great deal of information in a limited amount of time.

"Specific/applied" methods are generally more effective in building skills and enabling participants to apply specific learning to their immediate "back home" situations.

- How much time is required to use the method effectively? Is there enough time available to use it?

- What other techniques are being used in other parts of the training schedule? Even the most effective techniques become tedious or boring if they are overused.

- How familiar is the trainer with the technique? Some techniques, such as certain role plays, learning games, or case study problem solving, may require previous experience by the trainer to be effective.

Keep Groups Small If Possible

Several of the most effective training techniques are best used in groups of five to nine people. More than nine persons will tend to limit participation, particularly for some less vocal individuals. If the training will involve more than 15 participants, the possibility of using "break out groups" (sub-groups, each with an individual group facilitator) or parallel training sessions (two or more sessions conducted simultaneously) should be considered. Most sessions of more than one hour in length and involving more than 30 persons almost require the use of more than one trainer.

When larger participant groups are necessary, learning can be reinforced through question and answer discussions, having participants work on problem or issues in subgroups (e.g. around tables in the room) or by breaking the group into several small groups for various activities designed to help apply knowledge learned in larger group sessions.

Vary the Pace of the Sessions

The average adult can only sit and listen for about 20 minutes without losing interest (at least momentarily). Since child maltreatment is such a complex issue, the need for scheduled "changes of pace" is even more important. Some key points to remember:

- No lecture should be more than 20 minutes in length, unless specific steps are taken to change the pace and increase participant interest at various points. Even if these steps are taken, lectures should still be limited to 40 minutes. Appendix F provides some guidelines for planning speeches.

- Discussions and individual work exercises should not be over 40 minutes in length.

- Films should not be used alone. They should be used in conjunction with discussion and should precede or follow related discussion.

- Learning games and other methods allowing participant movement and activity will generally require more than 30-40 minutes at a time.

- Any session of more than 1½ or 2 hours in length should include a break.

- For meetings lasting more than one day, luncheon speakers, dinner meetings and evening sessions are generally not advisable except on an "elective" basis (attendance not required). Most participants will require this time to "come down" from the intensity of the child maltreatment concerns.

Provide Opportunity for Informal Learning

The most effective training sessions will encourage and stimulate informal interaction, information exchange and sharing of knowledge among participants in unstructured experiences. Peer interaction in a training setting will also encourage participants to coordinate or cooperate with others in the course of their own work. And since no trainer, no matter how "expert," has all of the answers, important learning almost always occurs when informal interaction is encouraged as part of the training experiences.

LOGISTICS OF TRAINING SESSIONS

Good training sessions do not happen by chance. They are the result of careful planning, not only in terms of content, but also in terms of all of those various "things that can go wrong," generally referred to as "logistics." Careful planning, however, can help avoid some of those problems.

There are at least nine different areas of "logistics" which may require attention. While not all of these will apply to every session, most will be involved in the majority of training events. The areas include:

- *Participants* -- Each group must be selected, notified, and accept the invitation to the session. If possible, compile a complete list at least two weeks before the session (preliminary lists may be needed earlier). If participants will include some who are unknown to the planner, preregistration may be useful. A sample preregistration form appears as Exhibit III, following this page.

- *Location* -- Selection should be based on the effect of the total environment on the session, whether it be office, motel, school or conference center. Use a check list such as the one in Appendix G to assist in selection, and to check the room(s) out ahead of time.

- *Schedule* -- Date and place of meeting and the effect on participants must be considered. Make sure to check the calendar for holidays, special meetings, etc. which may conflict. In some instances, Monday or Friday meetings might also be less desirable.

- *Communications* -- All participants should be informed as fully as possible about the who, what, when, where, and how of the meeting. Answer as many questions as possible in advance, in writing. An advance "details" mailing two weeks before the session is an effective way of providing this information.

- *Travel* -- Transportation may be necessary before, during, and after meetings. This may be centrally arranged or privately arranged, but be sure to allow sufficient travel time to and from the meeting.

- *Food and Lodging* -- This is a critical factor in setting the climate of any meeting when a session lasts more than a few hours. Check for location and cost of rooms, restaurants and snack bar facilities if necessary. Be sure to allow enough time for meals.

- *Equipment and Materials* -- Who delivers what -- from where -- when -- how -- will it work -- spare parts? Answers to these questions apply to rental, purchase or loan of VTR, projection equipment, flip charts, signs, printed matter, etc. Once on-site, all equipment should be checked out before the session. Know where outlets and light switches are located.

Exhibit III

Sample Preregistration Form

☐ I plan to attend the training session.

☐ I am unable to attend the training session.

If you plan to attend, please complete the following:

☐ I plan to arrive the night before the session begins.

☐ I plan to arrive on the day of the opening session.

HOTEL ACCOMMODATIONS (complete one of the following):

☐ I will not require hotel accommodations for the session.

☐ I will require accommodations, and I would prefer to share a room with _____ .

SPECIAL ASSISTANCE

☐ I have a physical handicap and will need special assistance _____ .

PLEASE COMPLETE THE FOLLOWING:

Name: _____

Address: _____

_____

_____

Telephone: Area Code ( ) _____

- *Meeting Rooms* -- Check for chairs and tables, lighting, ambience, and possible competition/interruptions. (Some sample room arrangements are found in Appendix G.)

- *On-Site Coordination* -- Placement, management and movement of all people, equipment and services. This would include: registration, meeting-room arrangements, coffee breaks, meals and handouts. Use the facilities check list again, and be sure the person in charge of the facility is identified (e.g., hotel manager, building superintendent, etc.) and can be reached in case of emergencies.

The facility need not be an elaborate conference center; a school auditorium or a community meeting room can be perfectly adequate and far less expensive. It is worth noting, however, that many hotels and motels will provide meeting rooms without charge in exchange for meal or lodging reservations from the group.

EVALUATION

Every training event should be evaluated. While the exact form and structure of this evaluation may vary from session to session, each evaluation should address at least the following questions:

- Were the goals of the training session appropriate?

- Were the goals met?

- What additional questions or training needs remain following or as a result of the training?

- How effective were the trainers?

One example of a relatively simple evaluation instrument which might be completed by the participants appears in Exhibit IV, following this page.

Regardless of the form the evaluation takes, completing an evaluation which addresses the previous questions will assist the agency or organization in developing future training. It can also provide important information when considering whether or not to invite a trainer back for another session.

EXHIBIT IV

TRAINING EVALUATION FORM

DO NOT WRITE YOUR NAME ON THIS FORM!

TO KEEP INFORMED ABOUT THE EFFECTIVENESS OF THIS TRAINING AND TO DISCOVER AREAS WHERE IT SHOULD BE IMPROVED, WE WISH TO GET PARTICIPANT REACTION TO THIS TRAINING SESSION. PLEASE MARK AND FILL OUT THIS QUESTIONNAIRE FRANKLY AND THOUGHTFULLY.

1. BASED ON YOUR EXPERIENCE, HOW WOULD YOU RATE THIS TRAINING SESSION WITH REGARD TO THE FOLLOWING ELEMENTS? (CHECK THE ANSWER YOU CHOSE FOR EACH ELEMENT.)

	EXCEL-LENT	VERY GOOD	GOOD	OKAY	FAIR	POOR
A. RELEVANCE OF THE SUBJECT AREAS AND TOPICS IN TERMS OF YOUR NEEDS	( )	( )	( )	( )	( )	( )
B. NEW INFORMATION OR INSIGHTS HELPFUL TO YOUR WORK IN CHILD MALTREATMENT	( )	( )	( )	( )	( )	( )
C. DEVELOPMENT OR IMPROVEMENT OF YOUR SKILLS	( )	( )	( )	( )	( )	( )
D. TRAINING SEQUENCE (LOGICAL FLOW, TRAINING METHODS, AUDIOVISUALS, ETC.)	( )	( )	( )	( )	( )	( )
E. HELPFULNESS OF THE FACILITATOR TEAM IN THE LEARNING PROCESS	( )	( )	( )	( )	( )	( )
F. ADEQUACY OF THE MEETING SITE (ROOMS, LIGHTING, SERVICE, ETC.)	( )	( )	( )	( )	( )	( )

2. HOW WOULD YOU RATE THE SESSION, AS A WHOLE?

( ) EXCELLENT
( ) VERY GOOD
( ) GOOD
( ) OKAY
( ) FAIR
( ) POOR

3. LIST IN ORDER OF PRIORITY AREAS OR ELEMENTS OF THIS SESSION WHICH COULD BE IMPROVED. EXTEND THE LIST IF YOU WISH.

A. _____

B. _____

C. _____

EXHIBIT IV

TRAINING EVALUATION FORM

(CONTINUED)

4. SIGNIFICANCE OF LEARNING.
PLEASE COMPLETE THE FOLLOWING THREE STATEMENTS:

A. THE SINGLE MOST IMPORTANT THING I LEARNED FROM THIS SESSION WAS:

B. I LEARNED THIS FROM THE FOLLOWING SESSION(S)(LIST SPECIFIC SESSIONS, FOR EXAMPLE, THE SESSION ON TREATMENT MODALITIES, ON PREPARING FOR AND TESTIFYING IN COURT, ON INCREASING MULTIDISCIPLINARY COOPERATION, ETC.):

C. I FEEL THAT MY PARTICIPATION IN THIS SESSION HAS BETTER PREPARED ME TO DO THE FOLLOWING WHEN I RETURN TO MY JOB:

5. BRIEFLY, WHAT DO YOU THINK THE GOALS AND OBJECTIVES WERE IN THE TRAINING?

_____

_____

_____

_____

6. IN YOUR OPINION, HOW WELL DID THE SESSION YOU ATTENDED MEET THESE GOALS OR OBJECTIVES. (PLEASE CHECK THE MOST APPROPRIATE ANSWER.)

( ) EXTREMELY ( ) MODERATELY
( ) CONSIDERABLY ( ) SLIGHTLY

( ) NOT AT ALL

COST

To be effective, a training program need not be expensive. In fact, if those who attend it can do so at no or very little cost, it may have greater appeal. There are some expenses involved in any training program, and a training event related to the prevention and treatment of child abuse and neglect is no exception. The problem may seem insoluble, especially for a department or agency which has only a small budget. However, there are ways to keep costs at a minimum. Free facilities can be utilized, and participants can be charged for meals. Expensive printed materials can be displayed rather than distributed, and honoraria limited. It may also be possible to obtain funding for a training program. Possible sources of child abuse and neglect training funds are discussed in Chapter VI.

INTANGIBLE PARTICIPANT CONSIDERATIONS

Introducing Participants

Particularly for half-day or longer training programs, it is important that participants get to know one another. For that reason name tags or table placards can be provided, introductions made, or some other means found to help the participants get acquainted. The tendency for some individuals to be viewed with awe or in some measure excluded from group interaction can be avoided if titles are eliminated or only first names used. Acquaintance can be furthered by assigning individuals to small groups randomly rather than by location in the room since there is a natural tendency for friends to sit together. Keeping the training group small -- 15 is perhaps optimal -- is of course one of the best ways to ensure that people will get to know one another.

Mixing Professional Levels in Discussion

Where program structure permits, it is a good idea to mix professional levels in discussion groups. In some instances, it may be advisable to structure small groups in such a way that workers are not in the same group as their immediate supervisor, but it is best if groups are not structured to reinforce barriers between various staff levels. Thus top administrators have the opportunity to hear firsthand the problems line workers face and line workers the opportunity to address administrators in person. The process can be humbling, but it can also be vastly enriching and productive. As discussed in Chapter IV, a mix of professions in a training participant group assures a variety of points of view and often results in solution of problems a single profession has been unable to resolve.

Taping, Filming and Media Representatives

Unless a totally open session is planned, where participants are allowed to tape record, film or photograph as they wish, and where media persons may come and go as they please, guidelines for these will need to be established. Limitations should be carefully explained to participants.

If reporters or other media personnel are present, conscious choices must be made regarding such factors as introducing them, granting interviews and providing special seating. If television cameras are to be present, planning must be done to ensure that they do not interfere with the learning because of their noise, movement, position, or even the fact of their presence.

Contingency Planning

While it is impossible to anticipate everything which might happen in a training session, there are at least three types of situations which are relatively common in training persons in the field of child abuse and neglect. Trainers should be aware of these possibilities, and prepared to deal with them as they arise. The three are:

1) The presence, as participants, of abusing parents or persons who were abused as children.

   A wide range of reactions by these persons is possible, from defensiveness or hostility to sorrow or regret. Any of these may require a sensitive response. More commonly, however, these persons may have important personal insights to add to the discussion if that discussion is carefully guided by the trainer.

2) Turf disputes or hostility which erupt.

   In multidisciplinary training, particularly in communities where roles/functions and coordination issues have not been completely resolved, arguments and disagreements between various disciplines may occur. Where necessary, the trainer may need to serve as arbitrator, and this function may also require some "after session" work with the key persons involved.

3) The occurrence of a participant rebellion.

"Rebellion" may be a strong word, but participants often express hostility to trainers or curriculum in a variety of ways ranging from overt arguments to simply leaving the session (often in a way obvious to other participants). Trainers must be prepared for this possibility and must possess sufficient group process skills to keep the session on target.

Some "rebellions" occur when participants are convinced that the trainers know less than the participants know, whether or not this is true. Trainers must possess enough knowledge and experience to be confident, but must not be ego-involved in impressing participants with their knowledge.

In some instances, "rebellions" may require a direct approach, acknowledging the issues and resolving them between participants and trainers. In other situations, indirect approaches or even ignoring the dissention may be best. Regardless of the approach, however, the focus must always be moving the session in such a way as to facilitate learning, not on "saving" the trainers.

Using Humor

Child abuse and neglect is a serious subject, evoking feelings of fear, anger and sadness in most people. Persons who are involved with sadness and tragedy often have difficulty maintaining their level of involvement and attention unless there are occasional light moments, providing opportunity to relax, smile or even laugh. In a work setting, for example, emergency room workers often develop a "MASH"* type of humor which is used to break tension. Training in child abuse and neglect needs this same type of break. Within the limits of the trainers' styles, appropriate humor can make a valuable contribution to the learning experience.

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*Named for the popular movie and television series about the medical services in the Korean war.

VI

TRAINING RESOURCES

There are a number of resources available to assist agencies in planning and carrying out a program on the prevention and treatment of child abuse and neglect. Among these resources are training staff; materials, both in the form of publications to be distributed and training curricula; and funding.

STAFF

There are many specialists available to assist an agency in preparing a training program. They may be willing to help with program planning, to speak on a specific topic, or even to conduct the entire training program themselves. Locally, the following *(if they are well-acquainted with the topic)* might be approached to participate in a training program:

- local Child Protective Services (CPS) staff
- pediatrician or nurse-practitioner
- mental health professional
- juvenile court judge, referee, master, or commissioner
- chief probation officer or probation staff
- attorney
- police juvenile officer.

Staff from state departments of welfare or social services, health, police, and education, or district court judges, offer another range of possibilities. Some states have a state-wide office of child abuse and neglect prevention whose staff are eager to work with local jurisdictions in providing training. State colleges and universities, particularly those with schools of social work, law or medicine, often have teaching staff who may be of help. When appropriate, state legislators often provide a good resource for addressing new or contemplated changes in state law.

Regionally, assistance in developing training programs may be available through the NCCAN Regional Resource Centers. As

discussed in Chapter II, these centers are federally funded to assist groups in their area to be more knowledgeable about and responsive to child abuse and neglect. Contact with the Regional Resource Center can be a key starting point in planning and in determining what training resources are available. A list of the centers appears in Appendix C.

Nationally, staff training assistance may be obtained from the NCCAN National Professional and Minority Resource Centers (see Appendix H) or from national professional organizations like the National Council of Juvenile and Family Court Judges, the American Academy of Pediatrics, or the International Association of Chiefs of Police. Training is usually available without charge from the Resource Centers, while the others generally charge a fee.

In addition to these organizations, there are training consultants available in many areas of the country who can be engaged to conduct a program. Information on these trainers is available from the Resource Centers.

MATERIALS

Many materials which can be used in training programs are available without charge, usually from the NCCAN Regional Resource Centers, a state or local agency, or a college or university. For example, NCCAN and its Regional Resource Centers as well as other federal agencies will supply single copies of publications on child abuse and neglect prevention and treatment without charge. In addition, most of the Regional Resource Centers maintain a lending library of printed materials and audiovisual resources which they make widely available.

In many states, social services agencies have prepared public information brochures or materials on prevention and treatment of child abuse and neglect. Local CPS units often have this material available, as well as copies of applicable state child abuse and neglect statutes, and, in many cases, brochures describing the state reporting system. State agencies also may have brochures of other materials available. In some states, the Attorney General's office may distribute information and material about child maltreatment.

Colleges and universities frequently own films and tapes on child abuse and neglect which they will lend. Other sources of material exist, too. For example, some pharmaceutical companies distribute free brochures or booklets on prevention and treatment.

Moderately priced training materials on prevention and treatment of child abuse and neglect abound. Perhaps the best source of information about these materials is the NCCAN publication, *Child Abuse*

and Neglect Audiovisual Materials, available without charge from the Regional Resource Centers, or NCCAN.

Of particular interest are the NCCAN materials entitled, *We Can Help: A Curriculum on Child Abuse and Neglect*. These materials are relatively comprehensive, including an eight-unit basic curriculum, a special unit on "Building Skills in Dealing with Families," and six specialized curricula. Further information on these materials is included in Appendix H.

Other sources of moderately priced training materials on the prevention and treatment of child abuse and neglect include the American Humane Association, Children's Division; the National Center for the Prevention and Treatment of Child Abuse and Neglect; and the National Committee for Prevention of Child Abuse. Further information on obtaining these materials is included in Appendix H. Most of the materials available from these groups are in printed form and are suitable for handouts.

There are also some excellent training materials available which are rather more costly than those mentioned previously. These include textbooks on child abuse and neglect, and films, cassettes, and curricula produced commercially. Many of these materials would make excellent additions to a permanent training library. Where budgets do not permit outright purchase, trainers may want to investigate the possibility of short-term rental. In many instances, NCCAN Regional Resource Centers can assist in obtaining these materials.

FUNDING

For the local agency or organization planning training, it may not be necessary to provide substantial funding for these activities. Many sources of training exist through funded programs which operate under various state, regional or national grants or contracts. NCCAN Regional Resource Centers can assist in identifying where these exist.

Sources of funds for training in prevention and treatment of child abuse and neglect can be a variety of local, state, and national organizations and agencies. Local funds may be available under Title XX of the Social Security Act or the training provision of Head Start or line items in agency budgets earmarked for training. Some of the most imaginative local funding has come about through community cooperation and interest. In one community for example, the training program for social workers was underwritten by the Chamber of Commerce as a special civic project. In another, a program for school staff was sponsored by the local education association. In one community, a large multidisciplinary program was sponsored jointly by the local department of welfare, a junior college, the mental health association, and the Junior League. In

another, the training facility was furnished by a local church, refreshments by a women's club, audiovisual equipment and technicians by the Board of Education, and honoraria for guest speakers by a nearby university.

State funding for training, often provided at no cost to local agencies, may be available through programs designed to respond to training mandates in state law or through regular programs to train agency staff statewide. State professional organizations and colleges and universities may also sponsor statewide or local programs. Several states conduct various statewide conferences on child maltreatment, sponsored by state social services agencies, various medical associations, or others. Special funding may also be available.

Some regional offices of federal agencies also have small amounts of money set aside for training. Even where they cannot supply funds directly, these sources will often provide staff, materials, or both. The regional offices should be contacted directly for information on funding availability.

The sources of funding are varied and often difficult to locate, and competition is keen. For many local agencies, the best strategy will be to use those local, state and federal programs which can be obtained without direct funding. The organization which is in need of funds for training, however, is well-advised to begin early and to search diligently. As a rule, competition is least keen on the local level, and it is there that the agency or group is likely to have its greatest success.

APPENDIX A

STANDARDS APPLICABLE TO TRAINING

STANDARDS APPLICABLE TO TRAINING

STANDARD D-12

THE STATE CHILD PROTECTION DIVISION SHOULD ENSURE THAT TRAINING IS PROVIDED TO ALL DIVISIONAL, REGIONAL, AND LOCAL STAFF

STANDARD D-14

TO FACILITATE THE IDENTIFICATION AND REPORTING OF CHILD ABUSE AND NEGLECT, THE STATE CHILD PROTECTION DIVISION SHOULD DEVELOP AND PROVIDE PUBLIC AND PROFESSIONAL EDUCATION

STANDARD E-15

THE LOCAL CHILD PROTECTIVE SERVICES AGENCY AND THE COMMUNITY COUNCIL SHOULD ENSURE THAT TRAINING IS PROVIDED TO LOCAL UNIT STAFF AND OTHER COMMUNITY SERVICE SYSTEMS PERSONNEL

STANDARD E-16

TO ENCOURAGE THE IDENTIFICATION AND REPORTING OF CHILD ABUSE AND NEGLECT, THE LOCAL CHILD PROTECTIVE SERVICES AGENCY AND THE COMMUNITY COUNCIL SHOULD IMPLEMENT COMMUNITY EDUCATION AND AWARENESS CAMPAIGNS

STANDARD F-10

HEALTH CARE PROFESSIONALS SHOULD RECEIVE TRAINING ON THE PREVENTION, IDENTIFICATION, AND TREATMENT OF CHILD ABUSE AND NEGLECT AND ON THEIR REPORTING RESPONSIBILITIES AS DEFINED IN STATE LAW

STANDARD F-11

HEALTH CARE PROFESSIONALS SHOULD COOPERATE WITH OTHER COMMUNITY ORGANIZATIONS IN DEVELOPING AND DISSEMINATING PUBLIC AND PROFESSIONAL EDUCATION MATERIALS ON CHILD ABUSE AND NEGLECT

STANDARD G-11

MENTAL HEALTH PRACTITIONERS SHOULD LEARN AND USE THE INDICATORS OF CHILD ABUSE AND NEGLECT AND COMPLY WITH REPORTING REQUIREMENTS AND PROCEDURES WHEN CHILD ABUSE OR NEGLECT IS SUSPECTED

STANDARD G-13

MENTAL HEALTH PRACTITIONERS AND MENTAL HEALTH FACILITIES SHOULD PROVIDE AND PARTICIPATE IN PROFESSIONAL TRAINING ON CHILD ABUSE AND NEGLECT PREVENTION, IDENTIFICATION, AND TREATMENT

STANDARD H-8

ALL SCHOOL PERSONNEL SHOULD KNOW THE INDICATORS OF CHILD ABUSE AND NEGLECT AND THE EFFECT THAT ABUSE AND NEGLECT MAY HAVE ON THE CHILD'S PERFORMANCE AND BEHAVIOR IN SCHOOL

STANDARD H-12

THE STATE DEPARTMENT OF EDUCATION AND THE LOCAL EDUCATION AGENCY, IN COOPERATION WITH THE STATE CHILD PROTECTION COORDINATING COMMITTEE AND THE COMMUNITY CHILD PROTECTION COORDINATING COUNCIL, SHOULD DEVELOP, IMPLEMENT AND SUPPORT PUBLIC AND PROFESSIONAL EDUCATION PROGRAMS ON CHILD ABUSE AND NEGLECT

STANDARD I-10

JUDICIAL SYSTEM PERSONNEL SHOULD RECEIVE TRAINING TO INCREASE THEIR UNDERSTANDING AND KNOWLEDGE OF JUDICIAL RESPONSES TO CHILD ABUSE AND NEGLECT

STANDARD J-4

THE LAW ENFORCEMENT AGENCY SHOULD ASSIST OFFICERS IN IDENTIFYING AND RESPONDING TO CASES OF SUSPECTED CHILD ABUSE AND NEGLECT

STANDARD J-8

THE LAW ENFORCEMENT AGENCY SHOULD EDUCATE ITS PERSONNEL IN THE LEGAL ASPECTS OF CHILD ABUSE AND NEGLECT

STANDARD K-II-11

INSTITUTIONAL STAFF SHOULD RECEIVE TRAINING IN THE PREVENTION, IDENTIFICATION, AND TREATMENT OF CHILD ABUSE AND NEGLECT AND ON THEIR REPORTING RESPONSIBILITIES AS DEFINED IN STATE LAW

STANDARD K-II-13

EACH INSTITUTION SHOULD ESTABLISH AND MAINTAIN COMMUNICATION WITH THE STATE AND COMMUNITY TO PROMOTE PUBLIC AWARENESS OF INSTITUTIONAL CARE AND TO DEVELOP ALTERNATIVES TO INSTITUTIONALIZATION OF CHILDREN

APPENDIX B

PHYSICAL AND BEHAVIORAL INDICATORS OF CHILD ABUSE AND NEGLECT

PHYSICAL AND BEHAVIORAL INDICATORS OF CHILD ABUSE AND NEGLECT

TYPE OF CA/N	PHYSICAL INDICATORS	BEHAVIORAL INDICATORS
PHYSICAL ABUSE	Unexplained Bruises and Welts: - on face, lips, mouth - on torso, back, buttocks, thighs - in various stages of healing - clustered, forming regular patterns - reflecting shape of article used to inflict (electric cord, belt buckle) - on several different surface areas - regularly appear after absence, weekend or vacation Unexplained Burns: - cigar, cigarette burns, especially on soles, palms, back or buttocks - immersion burns (sock-like, glove-like, doughnut shaped on buttocks or genitalia) - patterned like electric burner, iron, etc. - rope burns on arms, legs, neck or torso Unexplained Fractures: - to skull, nose, facial structure - in various stages of healing - multiple or spiral fractures Unexplained Lacerations or Abrasions: - to mouth, lips, gums, eyes - to external genitalia	Wary of Adult Contacts Apprehensive When Other Children Cry Behavioral Extremes: - aggressiveness, or - withdrawal Frightened of Parents Afraid to go Home Reports Injury by Parents
PHYSICAL NEGLECT	Consistent Hunger, Poor Hygiene, Inappropriate Dress Consistent Lack of Supervision, Especially in Dangerous Activities or Long Periods Unattended Physical Problems or Medical Needs Abandonment	Begging, Stealing Food Extended Stays at School (early arrival and late departure) Constant Fatigue, Listlessness or Falling Asleep in Class Alcohol or Drug Abuse Delinquency (e.g. thefts) States There Is No Caretaker
SEXUAL ABUSE	Difficulty in Walking or Sitting Torn, Stained or Bloody Underclothing Pain or Itching in Genital Area Bruises or Bleeding in External Genitalia, Vaginal or Anal Areas Venereal Disease, Especially in Pre-teens Pregnancy	Unwilling to Change for Gym or Participate in Physical Education Class Withdrawal, Fantasy or Infantile Behavior Bizarre, Sophisticated, or Unusual Sexual Behavior or Knowledge Poor Peer Relationships Delinquent or Run Away Reports Sexual Assault by Caretaker
EMOTIONAL MALTREATMENT	Speech Disorders Lags in Physical Development Failure-to-thrive	Habit Disorders (sucking, biting, rocking, etc.) Conduct Disorders (antisocial, destructive, etc.) Neurotic Traits (sleep disorders, inhibition of play) Psychoneurotic Reactions (hysteria, obsession, compulsion, phobias, hypochondria) Behavior Extremes: - compliant, passive - aggressive, demanding Overly Adaptive Behavior: - inappropriately adult - inappropriately infant Developmental Lags (mental, emotional) Attempted Suicide

APPENDIX C

REGIONAL CHILD ABUSE AND NEGLECT RESOURCE CENTERS

Region I Child Abuse and Neglect Resource Center
Judge Baker Guidance Center
295 Longwood Avenue
Boston, Massachusetts 02115

617-232-8390
(CT, ME, MA, RI, VT, NH)

Region II Child Abuse and Neglect Resource Center
College of Human Ecology
Cornell University
MVR Hall
Ithaca, New York 14853

607-256-7794
(NJ, NY, PR, VI)

Region III Child Abuse and Neglect Resource Center
Howard University Institute for Urban Affairs and Research
2935 Upton Street, N.W.
Washington, D.C. 20008

202-686-6770
(DC, DE, MD, PA, VA, WV)

Region IV Child Abuse and Neglect Resource Center
Regional Institute for Social Welfare Research
P.O. Box 152
Athens, Georgia 30601

404-542-7614
(AL, FL, GA, KY, MS, NC, SC, TN)

Region V Child Abuse and Neglect Resource Center
Graduate School of Social Work
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53201

414-963-4184
(IL, IN, MI, MN, OH, WI)

Region VI Child Abuse and Neglect Resource Center
Graduate School of Social Work
University of Texas at Austin
Austin, Texas 78712

512-471-4067
(AR, LA, NM, OK, TX)

Region VII Child Abuse and Neglect Resource Center
Institute of Child Behavior and Development
University of Iowa, Oakdale Campus
Oakdale, Iowa 52319

319-353-4825
(IA, KS, MO, NE)

Region VIII Child Abuse and Neglect Resource Center
National Center for the Prevention and Treatment of
Child Abuse and Neglect
1205 Oneida Street
Denver, Colorado 80220

303-321-3963
(CO, MT, ND, SD, UT, WY)

Region IX Child Abuse and Neglect Resource Center
Department of Special Education
California State University
5151 State University Drive
Los Angeles, California 90032

213-224-3283
(AZ, CA, HI, NV, Guam, Trust Terr.)

Region X Child Abuse and Neglect Resource Center
Western Federation for Human Service
157 Yesler Way, #208
Seattle, Washington 98104

206-624-5480
(AK, ID, OR, WA)

APPENDIX D

WE CAN HELP CURRICULUM

We Can Help: A Curriculum on Child Abuse and Neglect consists of an eight-unit basic curriculum, including the following materials:

Unit 1. Introduction: Understanding Child Abuse and Neglect

Unit 2. Physical Abuse of Children

Unit 3. Child Neglect

Unit 4. Emotional Maltreatment of Children

Unit 5. Child Sexual Abuse

Unit 6. Child Protective Intervention

Unit 7. The Role of the Courts in Child Abuse and Neglect

Unit 8. Community Planning and Coordination to Prevent and Treat Child Abuse and Neglect.

The second part of the basic curriculum is a section entitled "Child Abuse and Neglect: Building Skills in Dealing With Families."

In addition to the basic curriculum there are six curricula designed especially for specific disciplines. These six include:

- Specialized training for child protective workers
- Specialized training for educators
- Specialized training for medical professionals
- Specialized training for court personnel
- Specialized training for public health nurses.

APPENDIX E

TRAINING TECHNIQUES

The following discussion outlines some of the characteristics of common training techniques which have been successfully used in training persons in the prevention and treatment of child abuse and neglect. The use of these various techniques will depend on the nature of the material and the knowledge and skill of the trainers.

LECTURE

The lecture is an oral presentation of materials often used in conjunction with other techniques. Lectures are advantageous for use in presenting a great deal of information in a short period of time, and for introducing ideas or concepts which will be reinforced in various activities or exercises in subsequent sessions. The major disadvantages of lectures are that participants are likely to learn only 5-15% of what is said, and the lack of participant involvement makes it difficult to reinforce key learning points.

Lectures should be carefully prepared in advance, with approximately 15 minutes of preparation time allowed for each minute of the lecture time. The specific purpose of the lecture should be clarified before the preparation is begun, and this purpose should be stated at the beginning of the lecture. Lecturers must be totally familiar with the subject area being presented, and the presentation should focus on only two or three key learning points.

Since the average adult attention span in listening is approximately 20 minutes, lectures which last longer than this should be structured to provide periodic changes of pace. Question and answer periods can be interspersed with the lecture, as well as following the lecture to clarify key points and issues. Graphs, charts or other visuals can be used during the lecture to reinforce key ideas or learning points.

PANEL

A panel consists of three to six people who discuss or debate a topic. Each panelist should represent a different point of view or possess specialized knowledge about the topic to be presented. A major advantage of this technique is that it can provide a stimulating diversity of opinion and knowledge. Major disadvantages are in the lack of participant involvement in the discussion or the problem of identifying sufficient expertise or money resources to make the panel effective.

Initial presentations by panelists should be limited in time, with no more than two to five minutes allowed for opening statements. If a debate format is used, rebuttals should also be limited to two to five minutes in length for each respondent. A question

and answer period should follow, with a panel moderator fielding questions and directing them to appropriate panelists.

BRAINSTORMING

"Brainstorming" inventories a group's ideas about one subject in a short period of time. This technique, most effective in groups of seven to twelve members, includes the following sequence:

- Write the topic or question on a chalkboard or flip chart.
- Open the discussion by having participants call out all ideas they have on the topic.
- Record all comments on the board or flip chart, without editing or questioning if possible.
- Review and comment on the various ideas.
- If possible, arrange the ideas, topics or suggestions so that similar ideas are grouped together.

Brainstorming can be used for a number of purposes. These include initiating a discussion on a new topic, focusing on a subject in depth, and developing a list of priorities for group work.

ROLE PLAYING

Role playing, most effective in groups of five to twelve members, is used to act out problems and approaches to their solutions. It always involves more than one person and deals with problems faced by a majority of the group rather than only the individuals actually playing roles. It requires careful and alert direction by the trainer. When properly used, role playing is one of the few techniques which appeals to all of the learner's senses. The leader may provide written or brief oral instructions and closely guide the process, or two people in the group may simply be asked to "act out what is being discussed." Generally, role playing is best used to define the complexities of attitudes and skills involved in various relationships.

"Role reversal," a form of role playing, simply means switching roles. For example, a CPS supervisor may role play a school teacher, a school social worker can play a parent, or a police officer can play an emergency room technician. The "role reversal" technique is used to:

- Allow participants to break out of stereotyped patterns of reaction or interaction
- Increase sensitivity to other people's roles (i.e. "seeing the other side")
- Demonstrate a variety of perspectives of the same role.

GUIDED GROUP DISCUSSION

In helping people to learn, guided group discussion is a "group conversation with a purpose." For the most part, this purpose is to carry through the learning process of identifying, analyzing and generalizing. There are a number of variations of the group discussion technique, and trainers should use as many of these as are appropriate during the course of training. The following are some possible variations.

Process Analysis

During the group discussion, the leader should observe two things. One is what is being discussed, or the content. The other is how that content is being discussed, or the "process." In process observation, the leader takes notes showing whether the talking is being done by just a few people or by everyone, and if the silent members seem interested or bored. With these notes, the leader can determine if the discussion is helping or hindering learning.

Fishbowl

One technique used to increase a group's own observation skills is called the "fishbowl." One half, called the action group, discusses the topic while the other half, called the observer group, notes the discussion process. The leader provides this second group with guidelines for the process analysis. At regular intervals, the two groups come together, examine the observations, and draw conclusions.

Buzz Group

Often the group is too large or the topic generates discussion which cannot be handled in one group. In these and similar situations, the groups should be divided into smaller groups of three to six people. When the topic has been adequately discussed by the buzz groups, they reconvene and report their findings. This technique insures that each individual has an effective opportunity to contribute and learn.

APPENDIX F

PLANNING A SPEECH

It is an unusual person who can speak easily and effectively in front of an audience. Everyone is familiar with the symptoms of inexperienced speakers afflicted by the requirement to make an impromtu address -- the agonizing pauses, the blurts of verbiage, the desperate flailing, twitching, bobbing and weaving which culminate in a mad mumbled gallop toward an inaudible conclusion. It is frequently hard to tell who suffers most in these foolhardy displays, the members of the audience, sweaty-palmed at the sight of human suffering, or the speakers themselves, fervently and silently praying for a speedy deliverance.

Knowing the disabling effects of the ailment, potential speakers should be relieved to know that there is a cure -- or rather, an immunization procedure. That procedure is preparation.

Preparation include 5 activities: selecting the subject, starting the main thought or proposition, outlining the major and supporting topics, developing the presentation, and rehearsing the presentation.

The general subject or topic should be selected based on the needs of those who will be listening. If possible participants' previous knowledge and experience should be considered, as well as the program content (what will precede or follow the speech).

Presentations in the area of child abuse and neglect will be of two types, informative or persuasive. In either case, the presentation will require a single central unifying idea or theme. For informative presentations, this central idea will be a statement of fact. It may be definition, a listing of the principle or principles upon which the later exposition depends, or the component processes or phases which the presentation will address. For persuasive presentation, the central theme will be an evaluative or critical statement, a statement of policy, or a specific solution to a problem. In all cases, the subject sentence should sum up the one single idea which is central to the presentation. While there are exceptions, the speaker who cannot state the theme of the speech in a single, simple sentence may be trying to cover too much information for one speech.

When the subject sentence is developed, the speaker should develop the major "heads" or topics that the presentation will address. Choosing and arranging major heads involves two steps: choosing heads that are relevant to the subject sentence, and ordering them so that one head leads logically to another. For example, suppose that the general topic of a presentation was to persuade the audience of the need for total community awareness of child abuse and neglect problems. The subject sentence and main heads might be as follows:

Subject Sentence: Child Abuse and Neglect is a Total Community Problem.

I. Child Abuse and Neglect is a Problem in Our State
II. Child Abuse and Neglect is a Problem in Our Community
III. Everyone Who Works With Children or Families Should be Concerned About Child Abuse and Neglect
IV. If You're Not Part of the Solution, You're Part of the Problem

The ordering of main heads frequently follows one of a variety of standard patterns: (1) time sequencing; (2) spatial relationships; (3) topical patterns (as in the example above); (4) causal relationships; (5) purpose and means patterns (i.e., define the purpose, illustrate the means of achieving it); (6) question and answer patterns; (7) problem solutions; or (8) theory versus practice.

When the main heads are developed, the remainder of the presentation -- the supporting ideas -- should be put in outline form also. In addition to listing the main heads and supporting ideas in the order in which they will be addressed, the outline should also include the introduction to the presentation (i.e., how the speaker will gain the attention of the audience) and the conclusion of the presentation. It may be helpful to write out the introduction and the conclusion to make sure that both of these important parts of the presentation proceed flawlessly.

Of course, a flawless presentation, or for most speakers, even a presentation which can be carried out comfortably, cannot occur without rehearsal. It may be trite to emphasize this point, but the confidence gained from "talking out" (i.e., practicing) your presentation (and, perhaps, revising it) can make the difference between an effective presentation to an attentive audience and one which finds the audience shifting in their seats and gazing hopefully at their watches. If the speech is revised, notes should be revised and the speech rehearsed again, using the actual notes which will be used in the presentation.

SOME "DO'S AND DON'TS" OF PUBLIC SPEAKING

DO:

- Plan Your Speech in Advance
- Outline Carefully to Cover Every Key Point
- Prepare Notes on Cards or Note Paper
- Practice the Speech Ahead of Time - Out Loud
- Face Your Audience and Look Them in the Eyes
- Try to be as Relaxed as Possible
- Stop Talking and Sit Down When You Have Said All You Need to Say
- Learn to Accept and Objectively Evaluate Criticism

DON'T:

- Speak So Fast That You are Hard to Follow
- Speak So Slow That You are Boring Your Audience
- Speak in a Monotone with no Expression in Your Voice
- Jingle Keys, Tap Rings or Make Other Distracting Noises
- Fumble With Buttons, Pencils, Papers, or Parts of Your Clothing
- Crack Your Knuckles, Pull on Your Nose or Ear or Drum Your Fingers
- Wander Aimlessly Around the Room (a little movement is ok)
- Stare at the Ceiling, Floor, or out a Window
- Cross Your Legs or Rock from Heels to Toes

REMEMBER:

Put yourself in the place of your audience. What you say and do is much less important than what they hear and see. Effective public speaking involves the ability to "get inside" the hearer, to make the words come alive in his/her mind.

APPENDIX G

SITE PREPARATION AND ROOM ARRANGEMENTS

SITE PREPARATION CHECKLIST

1. Check out rooms for:

   a. Lighting
   b. Air-conditioning
   c. Seating arrangements
   d. Equipment

   _____

   _____

   _____

2. Equipment:

   a. Is it operating properly?
   b. Are there extra bulbs for projectors?
   c. Can visuals be seen by group?
   d. Is equipment accessible to chairperson and coordinator?
   e. Have storage and safekeeping arrangements been made?

   _____

   _____

   _____

3. Seating:

   a. Enough chairs and tables?
   b. Supplies such as paper, pencils
   c. Name tags or table place cards
   d. Does room arrangement lend to discussion among participants?

   _____

   _____

   _____

4. Other Facilities:

   a. Are participants aware of coat closets, wash room, coffee break area?
   b. Have you arranged for coffee break?
   c. Is there a phone nearby in case of emergency?
   d. Have you arranged to hold messages and calls for participants?
   e. Have arrangements been made for cleaning meeting rooms at appropriate time?

_____

_____

_____

5. Paper Materials:

   a. Are all materials on hand?
   b. Are materials accessible for easy distribution?
   c. Are they in the order you will use them?

_____

_____

_____

6. Meals, Breaks, etc.:

   a. If a special meal function is planned has management been advised of the time to expect the group for meals?
   b. Have you arranged for coffee breaks? Make sure setting up does not disrupt conference.
   c. Are all participants aware of special meal functions, etc.?

_____

_____

_____

7. Guests or Visitors:

   a. Have you contacted guest speakers (if any) and notified them of their topic, time of presentation, etc.?
   b. Have you confirmed the presence of material, equipment, or supplies they will require?

_____

_____

_____

8. Arrangements Unique to A Specific Event:

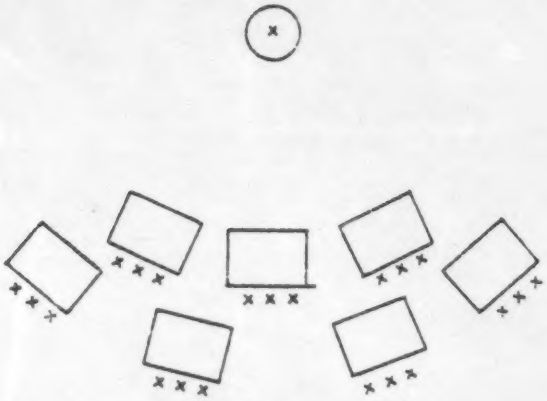
_____

_____

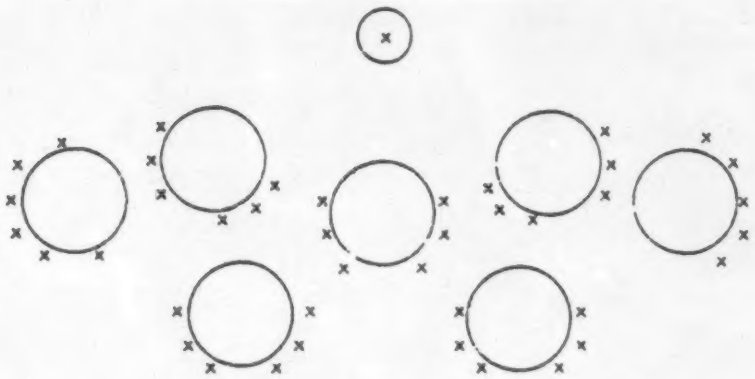
_____

SAMPLE ROOM ARRANGEMENTS - LARGE GROUPS

1. For Lecture Presentations
   or Movie/Slide Presentation



2. For Discussion or Movie/Slide
   Presentation

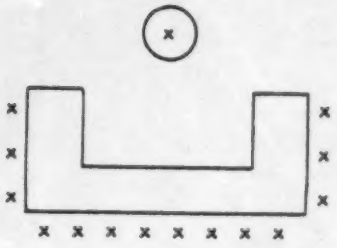


The room should always be arranged so that the presenter can see the faces and hear the voices of most, if not all, of the participants.

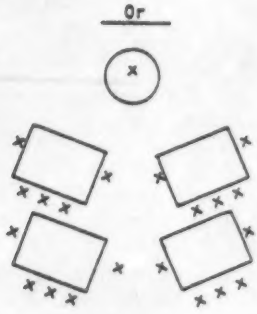
SAMPLE ROOM ARRANGEMENTS - SMALL GROUPS

1. When Using a Film or Slides:

Either

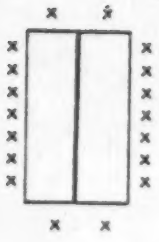


Or

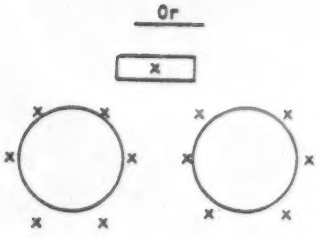


2. For Discussion or Planning:

Either



Or



Any of these arrangements can be modified to fit the size and shape of the room. The room should allow at least 25 square feet (total) per person.

APPENDIX H

NATIONAL PROFESSIONAL AND MINORITY POPULATION RESOURCE CENTERS

NATIONAL PROFESSIONAL AND MINORITY POPULATION RESOURCE CENTERS
National Center on Child Abuse and Neglect

Alliance of Black Social Workers
1540 North 20th Street
Philadelphia, PA 19121

Education Commission of the States
1860 Lincoln Street
Denver, CO 80295

National Urban League
500 East 62nd Street
New York, NY 10021

Puerto Rican Congress of
New Jersey
222 West State Street
Trenton, NJ 08608

Public Service Division
American Bar Association
1800 M Street, N.W.
Washington, D.C. 20036

National Association of Social Workers
1425 H Street, N.W., Suite 600
Washington, D.C. 20005

Native American Coalition of Tulsa
P.O. Box 2646
Tulsa, OK 74101

Texas Migrant Council
P.O. Box 917
Laredo, TX 78040

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